

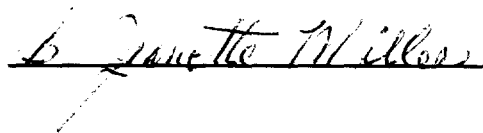
**Leaders in Action:
A Leadership Module for Family & Consumer Sciences Education**

An Honors Thesis (HONRS 499)

By

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A handwritten signature in cursive script, reading "Dr. Jeanette Miller", is written over a horizontal line.

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Purpose of Thesis

Because the field of Family and Consumer Sciences is changing, it is necessary to align vocational education programs with it. This module is for use in a Family and Consumer Sciences classroom to teach leadership to students. After a monograph, this project focuses on interactive classroom activities that build leadership, teamwork, and problem solving skills. In addition, "process questions" included in the lesson plans help students to analyze classroom information; "Going Further" activities allow students to expand on leadership exercises. Because Future Homemakers of America, the student organization for Family and Consumer Sciences education, provides opportunities for leadership growth, FHA/HERO activities are also included in the module.

Leaders in Action

Family & Consumer Sciences and Leadership Education

Leadership allows a group of people to achieve greater results than any individual could alone. In today's society, leadership training is needed to empower individuals and, hence, impact families, the workplace, and communities.

The mastery of good leadership is an art that can be learned. Leaders are not born but, rather, developed. The mastery of leadership comes with the understanding of one's self; it is a process of self-development. As a result, it is essential to inventory leadership skills to foster understanding of one's strengths and weaknesses and encourage growth where necessary (Kouzes & Posner, 1995).

Leadership Styles

Effective leadership has changed and grown in society to give individuals power to use their strengths to the advantage of the group. In the past authoritarian leadership was effective, but individuals now respect those who empower them. The "command and control" model of leadership may have worked at one time because of society's predictability. However, with the explosion of technology and changing workforce, leaders need to be flexible and use the ideas of the entire group to have the best solutions (Bennis & Townsend, 1995).

The other extreme of authoritarian leadership is laissez-faire, a philosophy that opposes any interference of individual decisions. Even with the best goals and visions, laissez-faire leadership can be inefficient because he or she will not redirect any off-task or unfinished work (Home Economics Curriculum Center, 1997).

The middle-ground in leadership styles is the democratic approach. Leaders with this philosophy believe that every member has valuable information and abilities to contribute. Responsibility is shared among the committee, and all--from the president to non-officer members--have the same power, just different duties. The strength of democratic leadership is that the goal is focused on the groups' welfare instead of giving more power to the already powerful (Home Economics Curriculum Center, 1997).

The smallest institutional groups in our society are families. Healthy families allow each member to express him or herself freely. Together they all work toward a common goal (Johnson & Johnson, 1994).

Stepping Out: The Risk in Leadership

Taking the steps of assuming a leadership position can be a real risk for some. One way is the awkwardness a student may feel in "taking the plunge" and putting him- or herself in the position of possible failure. Furthermore, the risk may not be in allowing one to be changed by leadership, but the conflict in re-evaluating and challenging an established system.

The risks in assuming leadership can be alleviated by mutual trust. In **The Leadership Challenge**, Kouzes and Posner (1995) write, "Trust is at the heart of fostering collaboration." A study to research the impact of interpersonal trust on group effectiveness pointed to the importance of trust in leadership. By simply briefing a group that they can trust their management and express individual differences, dramatic positive differences were seen compared with a group in which members were expected to distrust. In a high-trust group:

- Members were more open about feelings.
- Members experienced greater clarity about the group's basic problems and goals.
- Members searched more for alternative courses of action.
- Members reported greater levels of mutual influence on outcomes, satisfaction with the meeting, motivation to implement decisions, and closeness as a management team as a result of the meeting.

Remembering that trust is key, leaders who build trusting relationships within their team are willing to consider alternative viewpoints and to make use of other people's expertise and abilities. Trust also brings those involved to be satisfied with their level of participation. Consequently, trust makes work easier as it forms the basis for greater openness between team members (Kouzes & Posner, 1995).

Why Should FACS Educators Teach Leadership?

Family and Consumer Sciences Education has families, the smallest institutional group in society, at the heart of the curriculum. Individuals as members of families need leadership guidance. As familial difficulties escalate, young men and women who can make positive, proactive

decisions are greatly needed. In addition to the need for family leaders, employers seek out self-motivated problem-solvers, and leadership skills can be learned and developed. The mastery of leadership skills in one area will spill over into other areas; therefore, a family leader will also be active in the community.

Because of the nature of FACS classes--specifically focusing on family relations and decision making in the workplace--FACS teachers are not only able to teach leadership development, but are possibly best qualified to do so. Future Homemakers of America can help students to apply classroom knowledge and develop leadership skills in many areas through organizational activities and responsibilities.

FHA/HERO + FACS Education = Leadership Development In:

- Families
- Workforce Development
- Community Involvement
- Personal Development

Future Homemakers of America provides opportunities for FACS students to practice and develop leadership skills through organizational programs, competitions, committees, and offices. FACS Education and FHA/HERO provide realistic situations to apply leadership skills, such as group collaboration, problem solving, decision making, and goal setting.

First Things First

Defining Leadership

- 1) Discuss different leadership styles—authoritarian, democratic, and laissez-faire.
 - In small groups for an assigned leadership style, discuss and write down how a leader with the particular style would react in the following situations:
 - a. Members of the prom committee do not like a decision the class president made about the prom.
 - b. During a FHA planning meeting, the officers get off-task.
 - c. At your job, you see an improvement that could be made in the attendance policy, and you appropriately approach your boss to discuss it.
 - Share with the class how you thought a leader with the assigned style would react and through class discussion, decide if the answers are accurate.
- 2) Read and discuss "Leadership Lessons from the Geese" to emphasize the importance of everyone taking part in leadership and that everyone has something they can contribute.
- 3) Complete "My Personal Thoughts on Leadership" Worksheet. In small groups, share definitions of leadership and make a list of leadership skills identified by group members. Share your responses with the class.

What Are You Made Of?

Identification of Leadership Skills

- 1) Identify a prominent leader in the school or community (someone who everyone knows fairly well.) Next, discuss the traits this person has that make him or her a good leader.
- 2) Complete "Characteristics of a Good Leader" worksheet.
 - When the worksheet is done, it is time to tell what you're made of! Share your two strongest leadership skills from the list on the worksheet.
 - Using results of the Skills Identification Worksheet, set a goal for improving one of the skills that you can strengthen. Throughout this

unit, keep a written description of your accomplishment toward that goal.

- 3) Broadcast the leadership achievements of other people. In small groups design a bulletin board showcasing outstanding leadership skill of one or more other students.

Process Questions:

- How do our leadership skills affect career success or failure?
- What leadership techniques do we need to be effective workplace managers?
- How can leadership skills be integrated into the family? Career? Community? What factors will affect trends in the workplace?

Going Further: Research and write an essay on an admired leader. What made him or her a good leader? What can you learn from the leader's accomplishments or mistakes?

FHA/HERO: Receive recognition for your accomplishments in improving yourself and your leadership skills by fulfilling requirements for the **Power of One** national project.

Beef Up Your Skills

Planning Process

- 1) Present and discuss the Planning Process. (See attached hand-out.) If FHA/HERO officers are familiar with this, have them help present to the class.
 - Do a class service learning project in your community. Systematically go through the Planning Process to coordinate the event.
- 2) Using the Planning Process, select one of the opportunities listed below and develop a plan for the activity using the steps of the FHA/HERO planning process.
 - a. You and your friend would like to start a babysitting service for your neighborhood.
 - b. Your family members are concerned about the amount of garbage they throw away each week and would like to contribute to a better environment.
 - c. You are a student council member. The group would like to develop a campaign to encourage students to stay in school.

- d. You and two other students in health class have been assigned a project. You are to make a presentation on sexually transmitted diseases.

Process Questions:

- How does the planning process help with organization?
- What outcomes might we have if we chose not to use the planning process?
- How could you use the planning process at home? In work settings? In community settings?

FHA/HERO: Set goals for chapter activities for the upcoming year. For each goal, use the planning process to meet it. Activities may include:

- a. Chapter recognition
- b. State and national projects
- c. Membership
- d. Chapter and class activities
- e. Community projects
- f. Fundraising

Putting It Together

Teamwork

- 1) In small groups, create a definition of teamwork by assigning a word or small phrase to "TEAM." Design a poster for your definition. In your groups, take turns presenting to the class. Display posters in the classroom.
- 2) Do the "Production Company Simulation Game." (Instructions and materials following.)
- 3) Write "teamwork" and its definition on the chalkboard. (Suggested definition: A collaborative effort by a group to accomplish a common goal.) Watch a video tape of the students doing the "Production Company Simulation Game." Identify examples of teamwork from the activity. On a 3x5 blank note card, each student should write one teamwork concept he or she learned from the activity. On a poster board, make a collage of the note cards, and display in the classroom.

Process Questions:

- Why was cooperation important in this activity?
- What happened when a member of the group was missing?
Uncooperative?
- What teamwork techniques do we need to know to develop workplace strategies?
- How could you use cooperative behaviors at home? At school?
With friends?
- What would happen if a community worked together to achieve the group's goal?

Going Further: Make a list of the groups of which you are a "team member" and your importance in each. Write a paragraph about what would happen if you quit fulfilling your responsibilities and activities with that group.

FHA/HERO: Select a puzzle piece that has part of a case study on the back. Find the other class members who have the puzzle pieces that will complete the picture; then read the case study. After reading your case study, determine whether or not this group is cooperating effectively to achieve group goals. Identify those behaviors that are blocking the group and suggest behaviors that would make the group more effective. Share your case study and suggestions with the class. Some suggested case studies follow.

- a. The members of your STAR Proficiency Event team are facing an obstacle. One member misses planning meetings, despite his promises to be there.
- b. Your FHA/HERO chapter set good, realistic goals at the beginning of the year. However, as the year progresses, many of the planned activities do not get accomplished. At chapter meetings, the president allows business to get off-track and nothing gets accomplished.
- c. Members of the Recognition Dinner committee met for the first time. When the group began discussing the event, it became clear that the president had already decided how she wanted it done and started assigning tasks to committee members.

Assessment

- 1) Given case studies showing different leadership styles, identify the style.
- 2) On your own paper, write about the goal you set to improve a leadership skill. Tell how you have worked on that skill throughout

this unit and the improvement you have seen. Explain how you will continue to work on that skill in the future.

- 3) You are on the membership committee for your FHA/HERO chapter. Using the planning process, explain how you would organize this event.
- 4) Given examples of cooperative and uncooperative actions, identify the consequences of each.
- 5) Given a case study of family, school, or community groups, use the planning process to plan an activity for that group.
- 6) In cooperative groups, use words, pictures, and drawings to create a poster about what it means to be a member in one of the following groups: family, school, FHA/HERO chapter, work community, or world. Your poster should reflect the qualities that you believe are important for a good leader and member in that particular group.
- 7) Set a goal for your FHA/HERO chapter. Using the planning process, plan the appropriate activities to accomplish this goal.
- 8) At your job, observe the leadership. Identify examples of leadership for each of the three styles presented in class. Write down your findings and write a paragraph explaining why the example portrays the particular leadership style.



Leadership Lessons from the Geese

In the fall when you see geese heading south for the winter flying along in the “V” formation, you might be interested in knowing what science has discovered about why they fly that way. It has been learned that as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in the a “V” formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own.

- ♦ **People who are part of team and share a common direction get where they are going quicker and easier because they are traveling on the trust of one another.**

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go through it alone and quickly gets back into formation to take advantage of the power of the flock.

- ♦ **If we have as much sense as a goose, we will share information with those who are headed in the same way we are going.**

When the lead goose gets tired, he rotates back in the wing and another goose takes over.

- ♦ **It pays to share leadership and take turns doing hard jobs.**

The geese honk from behind to encourage those up front to keep their speed.

- ♦ **Words of support and inspiration help energize those on the front line, helping them to keep pace in spite of the day-to-day pressures and fatigue.**

Finally, when a goose gets sick or is wounded by a gunshot and falls out, two geese fall out of the formation and follow the injured one down to help and protect him. They stay with him until he is either able to fly or until he is dead, and then they launch out with another formation to catch up with their group.

- ♦ **If we have the sense of a goose, we will stand by each other when things get rough.**

The next time you see a formation of geese, remember. . . **It is a reward, a challenge, and a privilege to be a contributing member of a team.**

-Anonymous

Characteristics of a Good Leader

Part 1--Directions: One of the first steps you can take to becoming a good leader is to identify your strong traits and ones that you can improve. In the following exercise check in the appropriate box next to the leadership characteristic. When you have finished, have a parent or someone who knows you well evaluate you and mark in the designated boxes. Being honest and realistic with yourself sets you in the right direction to becoming a good leader!

Evaluate Yourself

Get Another's Opinion

Strong/ Confident	Inexperienced/ Need Improvement	Leadership Traits	Strong/ Confident	Inexperienced/ Need Improvement
		Able to Get Along with Others—I respect individual differences.		
		Honest—I do not hide information or appear to be someone that I am not.		
		Humble—I am confident and realize my own shortcomings.		
		Visionary—I am able to look forward and imagine improvement.		
		Hardworking—I do not ask others to do something that I am not willing to do.		
		Responsible—I keep my word and complete assigned duties.		
		Cooperative—I know how to work with others, and I enjoy it.		
		Communicate Effectively—I express myself clearly and listen carefully.		
		Respectful—I listen and allow others to express ideas without passing judgement immediately.		
		Goal-setting—I set realistic and challenging goals.		
		Look at Facts—I analyze the facts before making decisions.		

Part 2--Directions: After you and another person have evaluated your leadership skills, analyze the results. On your own paper, explain the differences and similarities you see. What are two or three strong leadership characteristics do you already have? What is one that you could improve?

My Personal Thoughts on Leadership

Some think leaders are born. Others believe leaders are made—by their experiences, the skills they acquire, the successes they achieve. Everyone has leadership potential.

My definition of leadership is:

I think the three most important leadership skills are:

- 1.
- 2.
- 3.

List below the five leaders you admire the most and the traits of each leader.

- | | |
|----|--------|
| 1. | Traits |
| 2. | Traits |
| 3. | Traits |
| 4. | Traits |
| 5. | Traits |

Now answer the following and think about why you chose each name:

Name four chapter members you would choose to organize a banquet for members and their parents:

Name two members you would call on to head a member-recruitment drive:

Name two members you would ask to organize a play day for physically disabled children:

Name the personal you would ask to introduce a skit at a senior citizens' party:

Are the names the same? Probably not. Chapter members have varied talents and skills, but some members may be overlooked as potential leaders. Keep in mind that everyone has something unique to contribute. Effective chapter leaders discover abilities in themselves and others.

Source: Future Homemakers of America, Inc. *FHA/HERO Chapter Handbook*. (Reston, VA: Future Homemakers of America, Inc., 1991).

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Production Simulation Game

- I. Object—Setting and achieving realistic goals; working as a member of a productive team.
- II. Preparation
 - A. Make a copy of the box pattern that follows for each group.
 - B. Divide students into groups of approximately six to eight members.
 - C. Provide each group with the following materials: One pair of scissors, one roll of tape, pattern for box, and about 150 sheet of paper.
- III. Play
 - A. Explain that each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.
 - B. Demonstrate how to make paper boxes, using the pattern that follows.
 - C. Instruct each "company" to set goals for the number of boxes they plan to produce during each five-minute session.
 - D. Have the supervisor of each company draw slips of paper that have problems written on them before you begin each five-minute session.
 EXAMPLES:
 - Employees strike (do not allow anyone to work the first two minutes of the next round)
 - Two employees do not show up for work (two players are taken out of the team)
 - Two employees are late for work (two players set out the first minute of the next round)
 - Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)
 - Shortage of raw materials (reduce the amount of paper available)
 - Equipment was not properly cared for, and consequently, broke down (team cannot use tape for first minute of the next round)
 - E. Time each work period, and record the goals and actual achievements on the chalkboard as shown as example below.

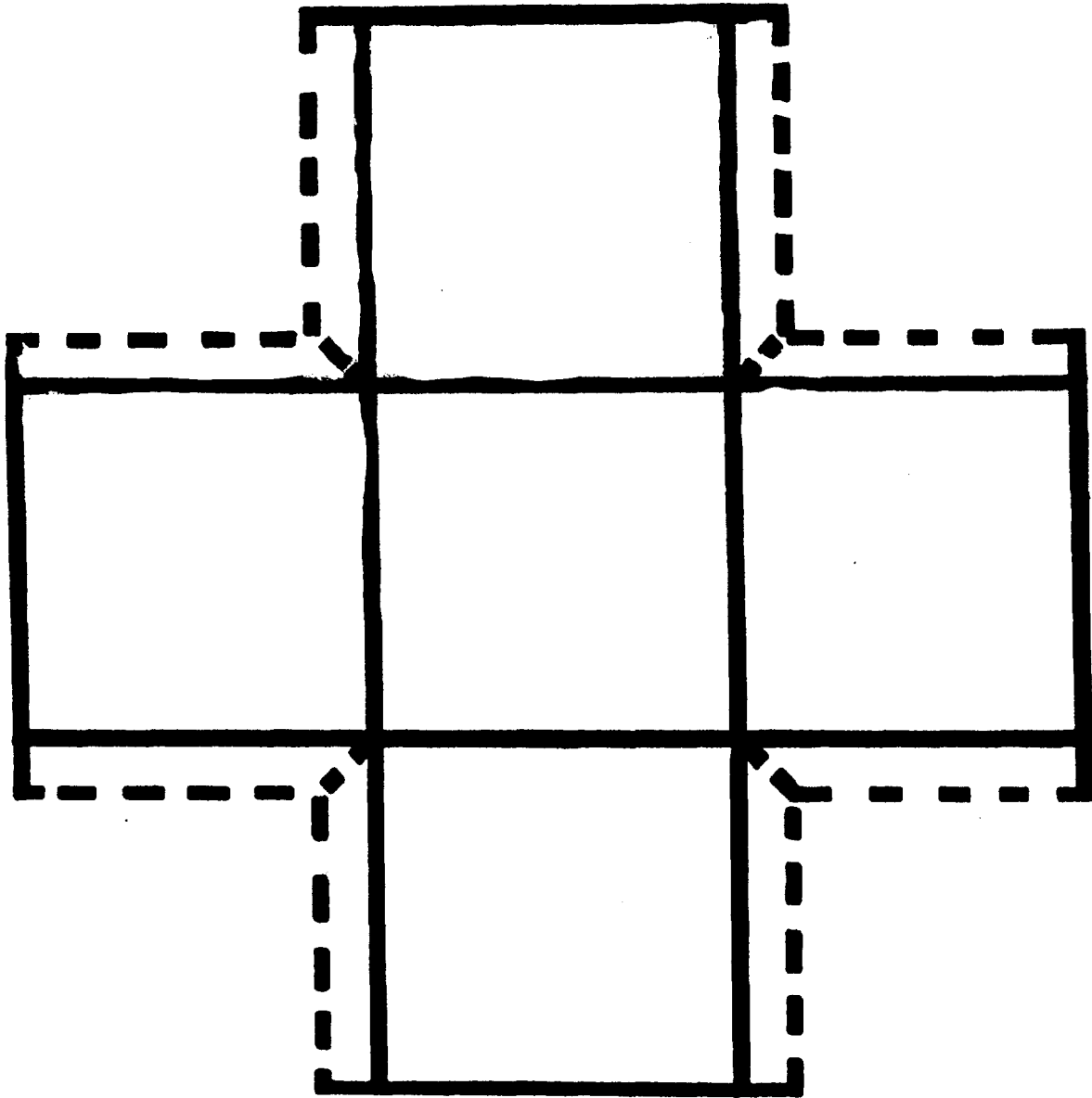
	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period #1	5	2	6	4	3	3	4	3
#2								
#3								
#4								

- F. Act as the Quality Control Department and do not accept poorly constructed boxes.
- G. Remind the "companies that the number of boxes produced does not count until they have been delivered to you.
(Note: After a few five-minute periods, the companies should be setting and achieving realistic goals.)
- H. Have students clean up the scraps of paper from the floor and work areas.

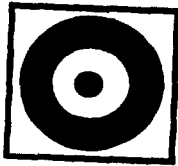
Source: Future Homemakers of America, Inc. *Learn, Grow, Become*. (Reston, VA: Future Homemakers of America, Inc., 1988).

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Production Simulation Game Box Pattern



FHA/HERO Planning Process



Identify Concerns

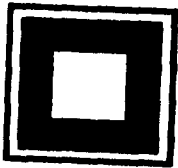
This is a continuous circle with no beginning and no end. The circle represents the rounding up of ideas that are important to you, things that interest you.

Narrow Identified Concerns: Hit the bull's eye; focus on the project. Pull out one idea that you or your chapter would like to build a project around.



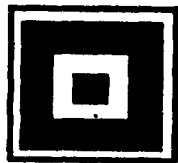
Determine What the Project is to Accomplish

The arrow shows the direction. Decide what direction you would like the project to take. What is your goal?



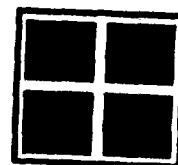
Form a Plan

Form a plan for carrying out the activities.



Act on the Plan

If you look closely, you will see three different squares. These represent the many and varied activities you will carry out to meet your goal.



Analyze What Happened

Like the chopped square, "Pick your project to pieces." Discuss the good and bad, and ups and downs of your project. Learn from your failures as well as your successes. Use this step throughout your project.

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